DOCUMENT RESUME

ED 084 233 SP 007 464

TITLE	Handbook of Practice Teaching in Teacher Education, 1973.
INSTITUTION	Canberra Coll. of Advanced Education (Australia).
PUB DATE	73
NOTE	40p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Beginning Teachers; *Lesson Observation Criteria; *Preservice Education; *Student Teaching; *Teacher Education; Teacher Evaluation; *Teaching Experience

ABSTRACT

This handbook summarizes the basic principles of practice teaching for the person who is teaching for the first time. This experience is cited to enable the student to observe a) the school as a community, b) the environment of the classroom, c) teachers and teaching methods, d) curriculum and school organization, e) children as individuals in small and large groups, f) school routines, and g) the service available within a school. The school experience program, it is reported, should enable student teachers to practice individualized teaching skills and assessment techniques and become familiar with materials, resources, and knowledge appropriate to various learning situations. As a result of these observations and experiences, the student teacher should be able to plan learning experiences, evaluate his own performance, and demonstrate the principles of his approach to teaching. The appendixes include the practice teaching dates and members of the Practice Teaching Committee. (BRB)

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Handbook of Practice Teaching in Teacher Education

1973

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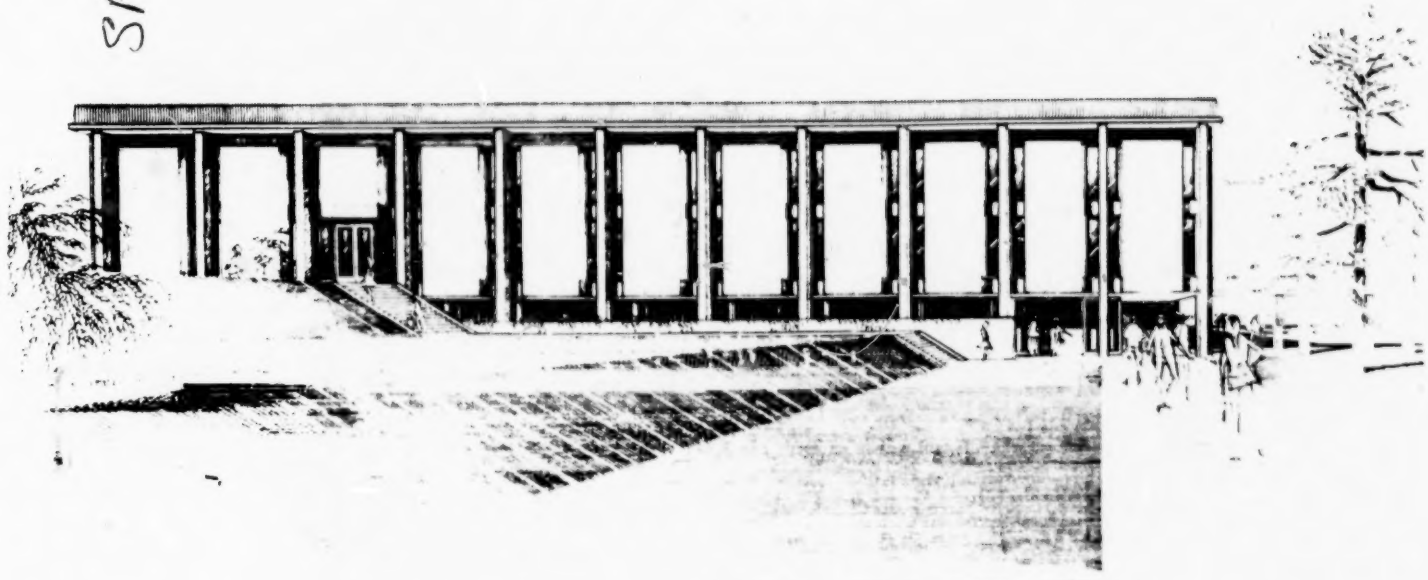

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INTRODUCTION TO THE STUDENT TEACHER - Your attitude to Classroom Experience.

The teacher's view of a class

You have had many years of experience in the classroom, but most of this as a learner rather than a teacher; and probably, a learner in a conventional-style classroom. Your first task, therefore, will be to consider the classroom and its activities from the teacher's point of view. Later in your career you will need to think again about the pupil's reactions to different types of teaching, but for the moment try to imagine what the teacher is thinking and why the teacher acts in any given way.

Purpose of the handbook

This handbook has been designed to guide you in your classroom observations and also to help you in the preparation of your own teaching. It cannot do both of these things adequately, of course; there are too many issues and contingencies within any classroom setting at any one time to make definitive statements possible, even if we wanted to make them. What is contained here is a summary of basic principles of teaching and the teacher's related classroom behaviours which are relevant to the person who takes on the teacher's role for the first time, and who therefore may seek help from as many pert nent quarters as possible.

Your previous school experiences

Student teachers will themselves reflect the variety of educational experiences which we are attempting to suggest, analyse or describe. Already there will be those amongst you who, by the nature of your own histories of success and failure as learners, will be prepared to support the principle of autocratic classrooms as against permissive ones, aloof teachers as distinct from friendly ones, pupils' good scholarship rather than personal adjustment, and disciplined learning rather than creative experience. Thus, your early teaching style will perhaps be governed more by attitudes than reason, although ultimately you may well find and use substantial arguments to support the maintenance of these original attitudes.

The classroom as a laboratory

Of much greater influence on your ultimate teaching style than your reading will be the continuing experiences you have in the classroom. Whether you eventually count yourself a confident student teacher or not will depend in some measure upon your interest in applying the principles of observation and planning we are describing. It will also depend upon your willingness to formulate and to try things different from those which have already done much to establish your present attitudes towards teaching styles. In this sense, the classroom is your laboratory. The guidance you receive within that setting will come from other teachers as well as from pupils' reactions to your techniques.

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1. OBJECTIVES OF THE PRACTICE TEACHING PROGRAMME

Within the context of the course as a whole the following objectives are recommended:

(a) The teaching practice experience will enable the student to observe:

(1) the school as a community;

(2) the environment of the classroom;

(3) teachers, teaching modes and methods;

(4) curriculum and school organization;

(5) children both as individuals and in small groups - in a variety of situations;

(6) school routines, rituals; and,

(7) the services available within a school.

(b) The school experience programme will enable student teachers to:

(1) practise a variety of teaching skills and assessment techniques appropriate to the stage of development of the children to be taught;

(2) become familiar with, to employ and evaluate a variety of materials, resources and knowledge which will be appropriate to the learning situations the student teacher will encounter on graduation;

(c) As a result of the above observations and experiences, the student teacher should be able to:

(1) plan learning experiences. (A student should also be able to demonstrate this ability);

(2) evaluate his performance with reference to his objectives, procedures and assessment techniques;

(3) demonstrate and describe the principles on which he has based his approach to teaching.

2. PRACTICE TEACHING ORGANIZATION

The Time Given to Practice Teaching

The basic aim of the practical teaching experience is the encouragement and development of each student to the position of taking charge of a class with justifiable confidence.

After introduction to the school and the classroom the student will normally be observing and acting as a teacher's aide before taking charge of a small group of pupils, and so progressing to handling a whole class. The length of time over which this process extends will depend on individual students - and on the supervising teachers or Associates, with whom students form teams and whose role is described in the next section of this handbook.

Duration of courses naturally affects the time given to practical teaching experience. In their one year, Dip.Ed. students are in schools for at least two half-days, usually on Tuesdays and Wednesdays, but they also have periods of block teaching practice at the end of first semester and during second semester.

The Diploma of Teaching and B.Ed. students have one half-day each week usually on Tuesday or Wednesday, during the second and third years of these courses. In addition, block teaching practice will be arranged for the first week of first semester and for two weeks in the latter half of second semester.

Practice Teaching Teams

It is the aim of the Practice Teaching Committee to place groups of Associates, so that a team relationship may be developed in the School. It is envisaged that students may thus have a variety of teaching experiences in different levels of the school and with different groups of children, the nature of those experiences being decided upon in student-Associate-College staff consultation.

Usually a student will work with the same team through the year, but a change may sometimes need to be made at the end of first semester. This will occur when a student needs to gain experience in a different type of school or subject area, or when some exceptional change occurs in a student's circumstances.

The Relating of Theory to Practice

Dip. Ed. Students are placed with Associates who teach in the student's selected Curriculum Studies areas, and therefore from the outset they will become familiarized with the rationale and procedures of teaching those subjects in which they will ultimately specialize.

Undergraduate course students have a different Curriculum Studies programme. The units which are concerned with subject-area teaching are begun in the second year, simultaneously with the beginning

of regular practice teaching. During the second year, all undergraduate students undertake the Language and Communication Course, and in addition all students who plan to teach the early and middle childhood groups also undertake Mathematics. During the third year more intensive specialization is developed in the age-level at which the student will be teaching, and the Curriculum Studies units are expanded into the social and natural sciences and the creative arts.

It is anticipated that students will have a fairly intensive experience of teaching in the area of their current Curriculum Studies unit. A student currently studying mathematics in Curriculum Studies, for instance, would need to gain a lot of experience in mathematics teaching so that a link-up is made between curriculum theory and practice. Teaching tasks and observations will be planned by Curriculum Studies staff and Associates to help students to make this link.

While it is desirable that teaching practice should enable the student to practise specific skills or to investigate particular procedures related to their Curriculum Studies programme, it is not intended that these should be the students' or Associates' sole concern. Students should be encouraged to aim at diversity of experience with children and teaching tasks.

Tutorial Programme

Work in the schools is complemented by microteaching and practice teaching tutorials, each of which attempts to link educational theory and practice. In these tutorials student teachers are able to take a more objective view of teaching and learning activities and are encouraged to examine critically their own teaching styles. They will be assisted in the latter task as they view video recordings of their own teaching, or of parts of lessons given by their colleagues.

Recommended Experiences for the Student Teacher

It is neither possible nor desirable to anticipate that all students will have reached a given stage of development as teachers at any given time. Students' progress in the development of teaching skills and attitudes will be governed by a wide variety of circumstances and personal attributes, and will therefore be paced differently.

There are, however, some experiences which are assumed to be a necessary part of every student's practical teaching. These experiences are briefly described here to help Associates and students to select those which are relevant, and to plan an ordered and graduated programme of school experience.

A. Child Studies

While much of the time will be spent in lesson preparation. classroom teaching, and other activities connected with school or class organization, it is also important to study children both as individuals and in groups.

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As soon as possible after being allocated to classes, the student teacher should attempt to learn the names of the pupils. Depending on the circumstances, a classroom plan, the class roll, or even a name card on each desk can be used to make this easier. In a secondary school, where a student will normally be teaching a number of classes, it will not be possible to gain an intensive knowledge of each pupil, a difficult matter with only one class. Undergraduate students undertook a limited study of one child as part of their work in Foundations of Education. They will be able to undertake more intensive studies of individual children later in their college course.

For graduate students, however, it is suggested that an intensive study of one or two pupils be undertaken half-way through the first semester.

To complement the studies of individual pupils, the student teacher should also carry out a systematic observation of group behaviour in the classroom and playground.

B. Classroom and School Organization

Classroom Organization

As a result of the close contact with one or two Associates, the student teacher will have frequent opportunities for making systematic observations of classroom procedures. Answers should be sought to the following questions, but it should be remembered that for many questions there is no one answer.

a. How does the teacher address the pupils as a group and as individuals? Is frequent use made of pupils' first names?

b. Are the classes organised into smaller groups; and if so, what criteria are used for the selection of groups? What use is made of the groups during lessons?

c. Describe the procedures used with respect to homework and correction of class work, noting the standards which are expected. As early as possible in the practical teaching it is advisable for the student teacher to gain experience in correcting all types of pupil work.

d. Note any special teaching methods in use, such as programmed instruction, audio-tutorials or team teaching, and comment on their value.

e. What procedures are adopted for developing self-discipline among the pupils and a working atmosphere in the classroom? Are the same types of procedures suitable for all occasions?

School organisation

When a student teacher is able to visit a number of schools he should try to develop a systematic method for describing and comparing them. One suggested method is given here.

a. Name, type and purpose of the school.

b. Names of Principal, Deputy Principal and relevant members of the staff.

c. Age of school, number on the roll (approx), co-educational or not, method of selection of intake, general socio-economic level of pupils.

d. General description of facilities, eg, science laboratories, art rooms, workshops, language laboratories, gymnasium, auditorium, etc.

e. School policy on examinations, allocation to classes and progression.

f. Provision of audio-visual equipment and office facilities.

g. Arrangements for extra-curricular activities, etc, clubs, choir and orchestra, sport.

(Note: In making the descriptions outlined above, the student teacher should avoid any comments which may be interpreted as judgemental).

c. Preparation for the Teaching-Learning Experience

The amount of actual teaching required of a student will depend upon his needs and his stage of development. Regardless of whether a student is teaching complete lessons to the whole class, organizing group activities, or helping individual pupils on private or remedial studies it is expected that each effort will reflect thought and planning. Four stages in this process should be noted:

a. Aims:

Students should ensure that the purpose of each lesson or activity is clearly established before proceeding. Special attention should be paid to questions: Why am I providing this experience for these pupils at this time? What are my expectations for these pupils by the end of this and associated experiences? In other words a decision regarding both the specific aim and desired long term outcomes of the teaching-learning situation must be made prior to any session.

b. Preparation of Subject Matter:

The success of any teaching/learning situation is

partially dependent upon the teacher's mastery of his discipline. The preparation of subject matter involves much more background material than it is actually planned to use in a session: only by being well informed about a particular topic can a teacher convey it to the pupils within a meaningful framework. It assists the student's own feeling of confidence during the session. In the selection of subject matter it is expected that the student teacher will be advised and assisted by the Associate, who has the ultimate responsibility, but it is hoped that at various stages of the practical teaching a student teacher will be able to show more initiative in the selection of material.

c. Teaching Procedures:

Once the student teacher is clear about what he is aiming to teach, and has selected the particular material to be used, he must think about the procedures by which the aim can most effectively be achieved.

This booklet does not aim to instruct in procedures as its underlying philosophy is that each student should develop the style that most suits himself, and in which he can best express his aptitudes and personality and achieve his aims. Nevertheless, in translating aims into teaching and learning activities, attention should be paid to a specific statement of purposes, to relating material to previous and future activities, to capitalizing on children's curiosity, to arranging a sequence of steps from known to unknown, from concrete to abstract and to providing a satisfying conclusion to any activity. The student should be sensitive to the varying interest and ability levels of the children and should attempt to plan the situation for everyone rather than only for the "average" group.

Planning the Teaching Practice Programme

During the first week of practice teaching the student should plan with the Associate a time-table of regular school visits. This is probably best done with the student's College time-table on hand. It would be wise to establish what is a minimal frequency and duration of school experience. The student will be required to keep a practical teaching diary. Students are encouraged to visit their school, if practicable, at times additional to those specified.

It is wise for the Associate and student to set aside a conference time each week, when the last teaching assignment may be reviewed and the next one planned.

The student's teaching assignments should be very carefully graduated in difficulty and duration. A suggested broad plan for U/Gs would be:

a. observations of teaching procedures;

b. teaching two or three children a routine task or skill (up to half an hour);

c. teaching two or three children a routine task or skill

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during a limited time;

d. teaching a small group a routine task for a longer period (up to 3/4 hour);

e. planning and conducting a non-routine, supervised session for a large group (up to ½ hour). (This stage may be reached by the end of first semester).

f. planning and conducting a supervised session for a large group (up to 1 hour);

g. planning and conducting a supervised session for the whole group (up to ½ hour);

h. planning and conducting a supervised session for the whole group (up to an hour);

i. planning and conducting an unsupervised session for the whole group (up to an hour). This stage may be reached by the end of the Second Semester.

Obviously some students will wish to, and be quite capable of, progressing through these stages quickly; and these students need not be restrained by the delineations of these suggested stages.

Resource File

Students should make their own decisions regarding the construction and format of formal lesson notes, after consultation with their Associates.

The normal expectation is that a beginning student teacher should feel the need for fairly full lesson notes, the need decreasing with added experience.

However, as mentioned above, all students are required to keep a diary listing activities in which they participate.

The diary may become part of the student's resource file which he will be asked to submit as part of the requirement of the Curriculum Studies unit. Further suggestions about the resource file are made in Chapter 6.

If the Associate feels that his student requires formal lesson notes to ensure adequate development in teaching, then the Associate and student in conjunction should decide on an acceptable and workable format.

D. Responsibilities of the Student Teacher

During the course of the practical teaching it is expected that the student teacher should develop specific skills and assume given responsibilities essential to the teaching profession. In the sections which follow, guidelines are given concerning relationships between the student on the one hand and the school authorities or the pupils on the other.

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Relationship between Student Teachers and the School System during the Practical Experience Programme

a. During periods of practical teaching student teachers are accepted in the schools by courtesy of the Principal and staff. They are regarded as temporary members of the staff and are under the general control of the principal.

b. When prevented by accident, illness or other contingencies from attending, students should arrange for the school to be notified.

c. As temporary members of the staff, student teachers are expected to assist in playground duty, sports supervision, and other work as requested by the principal or associate, and co-operate with and assist members of the staff in every possible way. It must be emphasised that students cannot legally take over the responsibilities of teachers; thus, for instance, assistance to an associate with playground duty could be a useful part of a student's school experience, but the student could not take sole charge in case there was an accident.

The Student Teacher and the Pupils

a. The student teacher must realize that each pupil is an individual and must take into consideration individual abilities, interests and capacities for learning. Complete impartiality should be observed by the student teacher in dealing with pupils, and he must strive constantly to be fair while judging pupil's actions.

b. The student teacher should be sympathetic and courteous towards all pupils.

c. All information which the student teacher receives about pupils in his class or school is to be kept confidential.

d. Disciplinary measures used by the student teacher should conform to the instructions of the Associate. Under no circumstances should physical punishment be administered by the student teacher.

e. The student teacher should recognise that no teaching can be value free but should refrain from imposing his particular religious or political views on pupils.

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3. PRINCIPLES OF OBSERVATION

Teacher-centred → Child-centred

At the beginning of the teaching practice one tends to see everything that happens in the classroom from the teacher's point of view. Indeed in the Introduction we have asked the student teacher to do this. Early teaching efforts will be assessed primarily by consideration of reactions to the climate generated in the classroom, by the effectiveness of control over it, and by the level of enjoyment of the activities which occurred. Eventually, however, it will become important to put one's self again in the student's shoes and review all that occurs for its value to the learner. It is a difficult transformation to make. It is sometimes difficult to be objective about the effectiveness with which we meet what we believe, rightly or wrongly, to be personal challenges. Teachers are always at the centre of social, emotional, intellectual and even physical inter-relationships and it takes skill to handle them. Nevertheless, the change from teacher-centredness to child-centredness is one which has to be made, particularly as the trend in curriculum development is to use the teacher as a "resource person", and to use materials which give a very considerable emphasis to student participation.

A. TEACHING MODELS

A possible objective of teaching practice might be "to watch and evaluate the many modes of teaching and methods of organizing teaching-learning procedures," so that your first contact with the schools will be designed to help you achieve this objective at least in part. In order to observe accurately and to understand what is seen, it is necessary to have some appreciation of what has preceded the present teaching situation and what is planned to follow it. No effective teaching can exist within a vacuum. An electrifying lesson may be irrelevant to the teacher's stated objectives, and thus be remembered only for its novelty. On the other hand, if its purpose is clearly established, it may be remembered for the way it integrated so many other sessions which preceded it, or for its stimulus to investigate new ideas and issues in subsequent sessions. It is important to the student teacher therefore, to know what the total framework is, and to assess what is being observed now for its relationship to past and/or future teaching. This framework is sometimes called a teaching model, and many teachers would, upon reflection, agree that any teaching plans they make are based upon one theoretical model or another.

Two examples of models are given here to illustrate the point. One looks simpler than the other, but an analysis of the terms used, and their broad implications, reveals that each is saying much the same thing. The first model (1) describes effective teaching-learning situations as a continuous flow-through of four major components. These are:

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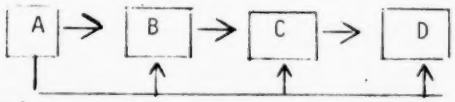
A Instructional objectives

B Entering behaviour

C Instructional procedures

D Performance assessment.

Diagrammatically they are represented thus:



During any observed or practical teaching session, therefore, the student teacher would be able to define quite clearly the objectives of the session (A); the level of performance, knowledge or skill required of the pupils before it is possible to work towards those objectives (B); the kind of instructional or management procedures which will, in this instance be used to reach those objectives (C); and finally, the techniques by which it is planned to find out if those objectives have been reached (D).

An alternative way of observing any teaching-learning situation is to use the image of the "continuous triangle", thus: (2)

in which the inter-relationship of these three defined elements of the teaching situation are examined continuously. In this instance, aims, procedures of teaching and assessment of learning are not usually discrete entities within the session, but are nearly always identifiable by learner and teacher. These models will be elaborated upon and discussed fully in the early part of your course.

B. PRIORITIES OF OBJECTIVES

Very few sessions of teaching are able to follow precisely a pre-determined pattern. If they did, they would probably eventually appear very stilted and dry because one could make, accurate predictions, of, for example, the kinds of questions to be asked and answers supplied. The teacher's priority of objectives therefore becomes important once again, because his main aim in, say, a Social Studies session, might be to arouse debate and to encourage many pupils to express a point of view; while his subsidiary aim is to examine a particular historical event. In this instance, one would hardly expect precision of control in discussion, although precise control of who would be encouraged to speak would be an important criterion of the success of failure of the session. Whether everyone acquired the knowledge being disseminated would perhaps be important, but not as important as

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the practice some children would gain in speaking to a group.

Out-of-class activities

Thus, observation of any teaching-learning situation must focus on expressed and implied aims. These are not only relevant to specific sessions or "lessons"; they are also apparent in the way a school exercises control over children's recess times, their participation in sports programmes, attendance at plays and films, in the teacher's supervision of extra-curricular programmes; in fact in any school or extra-school activity which has anything to do with the total education procedure. The student teacher must continuously match up what is seen with what is being attempted.

C. METHODS OF ATTAINING SCHOOL OBJECTIVES

On the broader scale, too, the student teacher should be concerned to examine the school's totality of procedures for achieving its aims. There are some schools which are callled "non-graded", others which have "open classrooms", others which are inter-disciplinary in their curriculum, some which provide "free" climates for learning - in fact, there are numerous school styles.

"Ungraded" schools

In those schools which are called "non-graded" for example, the children are not placed in any one grade level for the year as they are in most schools. A child who would in another school be in grade IV would, in a non-graded school, be placed in several different ability groups in the different subject areas, so that he may be in late grade IV in mathematics, middle V in reading and perhaps another level in written expression. The belief in such a school would be that a child's placement in a single grade level for all of these subject and topic areas makes unrealistic demands on both teacher and child in the management of the many group levels of ability. It would also be felt that such circumstances make it difficult to establish educational as distinct from organizational aims, in that teachers are continually moving away from teaching objectives in their efforts to cope with administration.

Varieties of approach

Many school experiments like this one are being conducted, despite problems and setbacks caused by huge increases in school populations, teacher shortages, building inadequacies and lags in the funding of modern curriculum development. The inventiveness which is occurring in many places is attractive, and perhaps its consequences will open a new educational era, but it must be remembered that non-participation by a school in some of these teaching schemes is not necessarily due to conservatism, scepticism, lack of money or simply inertia. What may appear to be rigidity in some quarters could prove to be, on further acquaintance a healthy expression of rational objectives, carefully founded and planned upon a traditional rather than reactionary view of

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what the school or the teacher should be aiming to do. There is no right method or system, and the variety of aims and procedures which you will see in State and independent schools is probably one of the distinguishing characteristics of an education system

D. CHILDREN'S NEEDS AND SCHOOL PROCEDURES

A second objective might be "to recognise which needs of children are related to the school environment and to note the various ways these needs are satisfied".

Children's needs

The needs of children can be examined under several criteria, and part of the course will take time to explore primary and learned needs of children, in both day-to-day and school situations, in detail. Basically, there are several obvious common needs like hunger, constant body temperature and shelter which must be satisfied. These common needs are expressed in many different learned ways, and they become elaborated upon by the particular culture and sub-cultures in which we live. And our modes of expressing our needs change as we grow older. The school's role in examining and attempting to meet defined but changing needs of children is obviously a crucial one.

Matching aims to needs

One could enter into controversy at this stage on what children's educative needs are, and what the priorities of satisfaction of these should be. One may see in some schools, for instance, children whose primary, bodily needs outside the school are being barely satisfied, and so the schools must adapt the curriculum to the different strengths of needs which arise out of socio-economic conditions. Clearly, the educational aims in such schools would be vastly different from the aims of schools in more affluent areas. Teachers' objectives and teaching styles must be adapted to different conditions, and the student teacher would need to direct his or her attention to the many specially devised techniques which are relevant to such schools

However, sooner or later one must establish a hierarchy of children's needs which one believes that the school or the classroom or the individual teacher should try to meet. Some of these will be met by very specific guidance or teaching, for example through physical education, health teaching and pastoral care or counselling; whilst others will be met by incidental but nonetheless planned means, for example in high school socials or the allocation of responsibilities to particular children. One's observations as a student teacher should take into the account the kind of balance of needs expressed in the school by the emphasis which is placed upon the means of meeting them.

Non-Government schools

Another question which arises during observations of classes is whether the personal needs of children which are regarded as very important can possibly be met within the existing school system or teacher-pupil contact. Perhaps the needs which are regarded as paramount can only be met outside a system, that is, within a school planned to suit individual needs. It is a question well worth time spending on it. If it is possible to visit and observe the practices of an independent school during the course, students should try to note whether different needs are satisfied in these schools and also whether different methods are used to satisfy needs which are met in other ways at a public school.

E. THE AIM IN OBSERVING

To sum up, we have discussed in this section some principles of observation which one should attempt to pursue in the earliest contacts with the tasks of teaching. The aims of the student teaching programme which we have discussed are those which are most relevant to first experiences; whilst the others, which are more concerned with the ultimate teaching competence, will be discussed in later sections of the handbook. One's initial observations of the teaching learning situation and school systems must gain in validity and usefulness if they continue to have their focus upon aims and the means and extent of their achievement, and also upon the priorities given to the meeting of those particular needs which one believes to be fundamental to children's personal development.

* * * * * *

4. THE ROLE OF THE ASSOCIATE

Practising school teachers who accept appointment as Associates of the college have a most important role in the education of our students.

Relationship between Associate and College

The school experience programme is naturally seen as an essential part of the total course and depends for its success on close links being formed between college and school staffs. The college staff will make every effort to keep in close touch with associates, and each school participating in the scheme will have a particular member of staff specially allocated for liaison and so available for consultation on request from the school as well as at periodic meetings. This liaison staff member will always be ready to listen to suggestions for the improvement of the scheme.

From time to time lecturers in charge of college courses will be requesting students to make specific observations in the schools as a link between educational theory and classroom practice, but the associate is the one who, after consultation with the student, and liaison officer, has the ultimate responsibility for any work done by the student in the school.

Meetings of Associates and college staff will be held about twice each semester. As these are opportunities for discussing general policy as well as specific issues it is important that all Associates attend each meeting.

Relationship between Associate and Student

We hope that Associates will help and encourage students to develop their own individual ways of teaching. Students can be aided in this development by discussions in tutorials at the college but much more by observing and consulting their Associates.

Where it is possible to allocate a group of students to a group of associates, this should facilitate the observation of a range of established teaching styles.

An essential part of the Associate's role is the assessment of the student's performance in the school. However, for various reasons, and especially because of the close professional relationship aimed at between student and Associate, this assessment is simply on a two-point scale, satisfactory/unsatisfactory. It should be noted that what is aimed at is satisfactory progress for that stage of a student's course; but in all courses (undergraduate or Dip. Ed.) a satisfactory report at the conclusion of the final block practice will be taken to indicate that the Associate considers the student ready to take full charge of a class at the beginning of the next school term. Therefore, during that final practice, the student should be taking between a third and a half of a full teaching load.

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We are confident that Associates will feel able to give satisfactory reports on most students, without hesitation; where, however, an Associate considers that there may be difficulties on this score, and advice or warning to the Student does not resolve the problem, the liaison member of staff for the school should be consulted without delay, so that the student may be given every encouragement and assistance to improve. It is important that the college should be contacted at least a week before the end of a practice teaching period when an associate is considering giving an "Unsatisfactory" rating.

Students undertaking our courses have a wide range of maturity and self-confidence; Associates will be able to judge individuals' readiness to proceed from one stage of responsibility to the next. In general, it is suggested that the Associate could follow a sequence along the lines suggested in the sections which follow.

A. ORIENTATION TO THE SCHOOL

1. The Associate introduces the student to the school staff and classes - in such a way as to ensure that he will be regarded as a professional person. For example, it is undesirable to emphasise the fact that the student is a beginning teacher. The associate should endeavour to build up the image and confidence of the student by word and attitude.

2. The Associate gives the student:

   a. a brief survey of school policies on such matters as administrative routines, times of attendance and of bells, and supply of equipment;

   b. information on such school resources as audio-visual and library materials.

B. OBSERVATION OF CLASSES AND ASSISTANCE WITH CLASSROOM INSTRUCTION.

Over the first three or four weeks of a student's first semester of practical teaching the associate should provide the student with:

   a. opportunities to observe classes and groups, especially those with which he is to work;

   b. information on names of pupils, curriculum, textbooks, class management policies, etc.

   c. demonstrations of different types of teaching and classroom management;

   d. a share in some classroom activity (distributing materials or assisting individual pupils, for instance) from as early a stage as possible, since past experience has shown that this is a helpful step towards involvement as as a teacher.

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C. ASSUMPTION OF TEACHING RESPONSIBILITIES

Students wish to teach as soon as possible and observations become more meaningful after they have actually handled a class so that teaching and observations should develop side by side - students being introduced to teaching by taking small groups of pupils.

Students need help in organising lessons and constructive help before the lesson is of greater value than criticism afterwards, although constructive criticism is also necessary. The associate should assist the student in such ways as discussing possible approaches, reviewing the teaching strategy proposed by the student, observing his handling of the class and encouraging self-analysis in follow-up discussions.

Students must be able to discuss with teachers lessons given by the teacher. Time should be arranged as soon as possible after the lesson for this discussion. Informal group discussions of general principles are very valuable and staff and students should arrange times to do this. Topics to be discussed could be chosen by the students. Lunch hours are probably the most suitable time for these discussions.

We hope that the associate will help and encourage the student to get to know pupils inside and outside the classroom. Involvement in extra-curricular activities can greatly assist the student to enjoy his school experience and profit from it.

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5. EVALUATING STUDENT TEACHING

A. CRITERIA OF EFFECTIVENESS

While there is no general agreement on the qualities of an effective teacher, there is some evidence that teaching effectiveness can be assessed by measuring changes in the pupils or by noting features of teaching behaviour which are thought to be correlated with effective teaching. There will be limited opportunities for using the first method of assessing the effectiveness of student teaching, therefore more use will probably be made of the second.

The qualities sought in a teacher's classroom behaviour can be conveniently classified into four groups:

Measures of the Teacher's Warmth of Personality and Ability to Stimulate Interest

e.g., an interest in pupils as individuals;
interest in and enthusiasm for the subject matter.

Measures of Classroom Management and Administrative Abilities

e.g., involvement of pupils without domination by the teacher;
clearly defined, yet flexible, procedures;
materials necessary are ready prior to teaching session.

Measures of Motor Skills

e.g., clear speech with suitable language level;
adequate use of chalkboard and other educational media.

Measures of the Ability to Impart Knowledge or Develop Attitudes

e.g., achievement of clearly stated lesson objectives;
mastery of relevant subject matter and suitable choice of subject matter;
clear explanations;
effective use of questions.

The criteria in the fourth group depend on the other criteria, but they are also more direct measures of teacher effectiveness than the first three groups. Other approaches to measuring effectiveness may be found in the literature, some of which is listed in the bibliography.

B. SELF EVALUATION

The ability to analyse critically one's own work is a skill which must be learnt if one's teaching is to improve. No really conscientious teacher will be content to continue teaching at the level of a beginning teacher but will be seeking ways to improve his work as he learns from experience, through discussions with his colleagues, and as a result of professional reading or post-graduate courses. It is particularly helpful to note any point

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which pupils do not seem to understand and in this respect there is some value in recording the numbers of pupils wrong for each question in a test, or common errors in written work.

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6. RECORDS OF PRACTICAL EXPERIENCE

Practical Teaching Diary

Each student is required to keep a brief, but up-to-date, record of lessons observed and given, including a file of all lesson plans.

Resource File

During the period of practical experience, students are required to compile a resource file of material that will be of professional help to them. Set out below are some suggestions of the kind of material that might be useful and appropriate in such a file. As this is a cumulative record it is best kept under a loose-leaf system.

The detailed requirements for the resource file will be decided by each Associate after taking into consideration the special needs of his student but a member of the college staff may wish to see the file towards the end of each semester.

a. Teaching schemes, eg, spelling, oral-aural language teaching, inquiry methods in science, etc.

b. Teaching aids, e.g., charts, models, filmstrips, duplicated materials, etc.

c. Chalkboard schemes: setting out, etc.
(Note: in the above two headings it is recommended that you sketch or describe the material and state how it is used and at what stage in the lesson).

d. Collections of poems, songs, stories, magazine articles, news cuttings, pictures, etc.

e. Material and books useful for slow learners or for the very advanced pupils (indicate sources).

f. Examples of class tests and examination papers.

g. Marking schemes, methods of recording and using test results, including standardised tests, sources of tests.

h. Titles of books valuable as references for teacher and class.

i. Special equipment. Make brief notes on the use and source.

j. A copy, if you wish, of representative sections of the programme for each class you teach.

k. A description of features of class organization and management, such as evaluation; programming; field excursions; homework policy; discipline; class rolls; arrangements for group activities.

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l. Features of school organization such as curriculum organization; timetabling; pastoral care of pupils; school counselling; arrangements for sport and Physical Education programmes; extra curricular activities, such as drama in the school, music and cultural activities; provision for pupils' clubs or hobbies groups; playground supervision; school assemblies; pupil record cards; staff meetings.

m. The operation of the school library, including the part it plays in the work of the school; policy with respect to access; borrowing procedures.

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7. CHILD, SCHOOL AND COMMUNITY

A. THE PRE-SCHOOL

Many young children are cared for outside their homes, either in foster families, or in Day Nurseries or other institutions, where they may have contact with teachers for some of the time. Attendance at a Pre-School is however attendance at an educational establishment. Enrolment in a Pre-School is made entirely in the interests of the child.

Age of enrolment

Partly because of policy and partly because of the pressure for places, attendance at Pre-School is rarely begun before three and a half. On the few occasions in which a child is enrolled earlier, it is because his physical, intellectual, social or experiential handicap make it advisable.

Parent Contacts

For most children, introduction to a Pre-School experience is their first opportunity to be away from mother and in regular association with another adult and with a group of children. Arrangements are made for gradual separation where this is necessary. Mothers work closely with Pre-School teachers in the daily routines of the Centre, and parents are responsible for providing much of the equipment. Being able to see their children in a group situation and to discuss them with the teacher makes a good basis for parent-teacher cooperation.

Learning activities

Although it is an educational institution, the child is learning in all areas and the time spent on purely intellectual pursuits is very small. Children may be ready for more formal learning at any age from about three and a half to six or seven; the advent of this stage of their development depends upon physical and mental maturation and on the amount of stimulation of their interests that they have received.

Children in Pre-School use varied play material and, either individually or in small groups, discover through their play more about the world around them, about themselves and about each other.

Curriculum

The Pre-School has no set curriculum. The teacher develops her resources and encourages activities and experiences associated with learning. She plans her programme, taking into account the needs of individual children, the facilities available in the environment and her knowledge of the developmental stages of the pre-school child.

During the child's play and activities, motor skills, social skills, and intellectual skills are learned or practised. The teacher helps the child to match the task to his own capabilities and through experiencing success in these tasks he increases his confidence. This growing confidence and independence, in turn, allow him to develop a more positive self-concept. Increasing self-esteem will lead to his tackling more difficult tasks.

The Teacher

The impact of the teacher's personality and her relationships with individual children, are, directly or indirectly, an important part of her teaching. She has the opportunity to use most of her talents in developing these relationships and in her work with groups of children.

Because of the personality factor individual approaches to Pre-School teaching may vary exceedingly. Evaluation of a teacher's work can however be made by looking for her underlying philosophy and for the suitability and effectiveness of the programme she has planned as a learning environment for each child.

Each Pre-School teacher has an Assistant, usually untrained, whose work is complementary to hers and whose personality and philosophy are also part of the educational environment of the Pre-School.

Administration

Because of her comparative isolation and her responsibility as Director, the teacher has considerable administrative duties to perform. Returns of numbers, categories and needs of children as well as visitors', maintenance, parent-teacher meetings, home visits, etc. are kept. The student should make herself familiar with at least a part of these.

B. THE INFANTS' SCHOOL

The Infant Department forms the child's initial experiences in the Primary School. It consists of the Kindergarten and the two Infant grades. For those children who have not attended a pre-school or child care centre, the Kindergarten may form their first contact with the larger environment of peer groups and adults. These children require an orientation period of varying length, depending upon the previous experiences.

Learning Activities

The Kindergarten should constitute a continuation of those experiences encountered in the Pre-School. The teacher's task is to provide a variety of individual and group experiences and these will be different for each child. The free selection period of the Pre-School is continued in the Kindergarten Creative Activities period, in which children are free to choose from a variety of dramatic, constructive, manipulative and sensory experiences at individual and group levels. Such a period is

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provided to develop a variety of experiences, including social awareness, flexibility in language and thought. These in turn form the necessary background for reading, computational and problem solving skills.

As the child progresses through the infant grades, his interest in the more formal subjects becomes more apparent. He chooses to spend more time on subjects such as reading and mathematics, and the attendant tools of spelling, handwriting and counting. The perceptive teacher is able to ascertain the child's ability in these areas, and channel his activities accordingly. In this way, the child may spend some time working with a small group, or engaged in individual activities.

Curriculum

In catering for the development of the whole child, considerable periods of each day are devoted to physical education, dance, music, and art and craft, while moral and social education and the language aspects permeate the whole curriculum.

The Teacher

The Infants teacher has always been adept at using space to a maximum. Students need to look closely at the arrangement of small groups of tables, in the placement of cupboards to form interest corners, and the use of corridors and alcoves as spaces for small group activities.

In some schools, teachers combine groups of the same grade level in a form of team teaching. In this way, children may benefit from a particular teacher's expertise.

The Infants' teacher assumes an enormous responsibility; she has to integrate the child into a new environment and lead him to develop his fullest potential. Such a task requires a flexible teacher, flexible organisation, a flexible programme and flexible time table.

C. THE PRIMARY SCHOOL

Aims

The educational objectives and learning climate of the primary school should be seen, in one sense, as a continuation of the infants' department, just as the infants' department must have continuity in its aims with the pre-school. The child's development of curiosity and love of learning at this time is contingent upon his teacher's effective recognition and use of those learning principles which are invariable to the needs of all the age groups as well as germaine to the needs of one.

Personality growth

To be able to understand the rationale of the primary school curriculum it is necessary to be familiar with the dynamics of personality growth of the child, since it is from there that the curriculum must evolve.

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Between the ages of eight and twelve the child is normally expected to undergo marked transformations in personality development. He needs to feel the emergence of his distinctive identity; to sense that he is part of the group, and that it and he may continually make new adaptations to each other; to identify and effectively manage his sex-role; and to sense growth in, and success with, skills of various and individual kinds.

Generally the boy begins his junior primary school years with a display of boisterous manliness, the girl with an outwardly calmer but self-conscious tilt at femininity. They usually fail for a while, because the adult social skills and sex-roles are not to be won easily. It is one thing to practise these adult-type skills within the family, where failures are forgiven; but in the world beyond the family, while becoming more accessible, provokes an onrush of unfamiliar situations and unpredictable consequences of action.

Environmental Influences

How children deal with the expanding environment, and, in turn, how it begins to appear to them, will depend largely upon the kinds of persons they have already become.

Self-evaluation is a continuous and often agonizing pre-occupation of the early primary school child. His audience will tell him pointedly when he fails and, artlessly, will show its envy when he succeeds. Those who fail a lot will look for support from each other and be ready to partially reject the world, either by putting much of it out of mind or meeting it with a nervous show of defiance. Those who succed will likewise merge together and continue to reinforce and solidify their special fraternity.

Children's encounters with their parents at so many levels of intimacy and so many issues of morality will have substantially influenced their ability to cope with the same-age group at school. The supportive family gives way to the more critical and probing peer group, the more critical and probing because all members of it are susceptible and vulnerable.

Pre-school and primary children's "groupness" is identifiable in their play, which is the most natural and revealing vehicle of the child's incentives and adjustment. Teachers will be skilled observers and manipulators of group activities, because they know the capacity of the group to wield and shape the behaviour of the individual, and similarly the capacity of the individual to learn leadership in his special aptitudes while being content to let others express leadership with theirs. They recognise that flexibility in the curriculum will permit children to explore these aptitudes and acquire the skills against which they measure their growth.

Recognition of this industrious phase of personality growth has influenced the primary school curriculum in its provision of diverse opportunities for children to initiate and develop their use of talents and interests.

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The spontaneous learning incentives and self-generating activity which infants departments have been practising for some time are beginning to find their more developed form in the primary school. The exuberance of the eight year old needs room for its expression, and the drive for groupness likewise needs scope for experiment and change. The "open" classroom, the non-graded and modified-graded schools, the progressive "freedom" schools are all attempting in their own way to harness the children's natural drives rather than accept contentions that self-discipline will derive only from fairly absolute regulation. This argument is not new: Rousseau and Froebel, A.S. Neill and innumerable others have been its innovators, while social changes and occasional teachers during the last century have been the catalysts. But the arguments which up to now have been plausible and impracticable are being accepted on the broad educational front, and students will see many instances in which teachers are keen to try the "different" teaching programme. The extent of change that has taken place in the acceptance of teaching principles can be seen in changes that are being effected in the physical planning of new schools.

Lessons or teaching situations?

The re-organizing process which is going on in these many primary schools places intense and heavy demands upon the teacher. Whereas the 'lesson' was the kernel of effective classroom teaching, the 'situation' is becoming the more apparent basis of the teacher's work. Creative writing, dance, drama, group problem-solving and reading-for-action, to name a few facets of the curriculum, are not innovations either. They have been practised by teachers for as long as formal education has existed, but they are beginning to find integration with each other, and the child rather than the teacher is the focus of the event. The class lesson helps the integration process and provides a stimulus or consolidation. in these circumstances there is a danger that teachers may have to distribute their attention over a wider range of children, particularly in "open classroom" and "team teaching" situations, so that pastoral care programmes may need to play the supportive role for some children which the"home-room" teacher performed in the more traditional setting.

The Student's Task

Students should take every opportunity to observe and discuss with the Associate and/or the teacher involved the following aspects of classroom organization within the school:

a. the principles of grouping and grading, the use of space;

b. the range of subject matter and topics taught in various levels of the primary school;

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c. evaluation techniques;

d. resources;

e. the school's use of teachers' talents, eg, in art, choral work, physical education and games, hobbies groups;

f. integration procedures and timetabling.

Although the tasks of observation are time-consuming and demanding for both Associates and students, it should be recognized by students that the freedom to make observations is greater now than it will be at any time during their teaching career, and the value of pursuing reasons, philosophies, principles, techniques and procedures cannot be overestimated.

D. THE SECONDARY SCHOOL

The Student Teacher's Task

Attention is drawn to the Handbook's chapter 1 where a statement of objectives is made. What follows below is an attempt to spell out these objectives in the specific context of the Secondary School. Students are asked:

1. To observe, assess and record in the following ways:

   a. observe the kind and degree of involvement of the pupil group and the staff group in school activities; assess the extent to which staff and pupils are acting in concert to achieve common goals;

   b. observe the elements and aspects of the overall secondary school environment as they affect classroom environment - such things as subject oriented rooms, rigid timing, variety of teachers, change of locality, temporary and constantly changing nature of the group; assess the effects of these on pupils individually and as a group, on the relationships between pupils and teachers.

   c. observe classroom teaching techniques and teacher behaviour in the classroom;
   listen to and read, where possible, teacher's statements of values and aims;
   assess which forces in the classroom lead to conflict between what a teacher feels ought to happen and what does happen;
   assess, where possible, the extent to which a teacher's classroom behaviour is consistent and predictable.

   Note: conclusions to be reached after long observation and sympathetic thought, and keeping in mind the inevitable gap between ideals and practice;

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d. read curriculum statements in the field (s) of interest;
assess the degree to which curriculum content and approach are prescribed for the teacher;
observe how curriculum statements are translated into classroom practice;
assess the degree to which part cular curriculum objectives have been achieved by the teachers;

e. observe and record how anticipated organization translates into timetabling; how record cards, rolls and other records are kept, how class groups are formed and what principles determine their formation, nature, composition and size, how time is allocated for subjects and what principles determine the allocation of time within the particular subject of interest and its relation to other subject allocations, how enrolments are made, how careers advised, counselling practices, special testing carried out and other services to pupils and teachers arranged;

f. observe and record kinds of groups which exist within the classroom and within the school (both formal and informal) and those that exist outside the school which have members belonging to the former groups; record some conclusions about inter-relatedness of these groups; write answers to these questions:

In what specific ways does the school recognise individual difference within the classroom and within the school and to what degree can a pupil manipulate his environment (determine choice of materials used, rate of progress and sources of information)?

g. observe, record and comment on school routines, rituals and services in the school for pupils, teachers and parents.

Note: Students should be aware that ferment in education manifests itself in secondary schools in at least four ways:

(a) the different and often conflicting expectations of the school by the community,
(b) the controversy among and criticism from, education officers and speakers,
(c) pupil dissatisfaction; and,
(d) staff conflict over aims and practices.

2. To [illegible] with associate/s individual lessons and a series of lessons and to communicate lesson objectives to associates before lessons take place.

3. To observe, where possible, techniques of teachers other than particular associates and record differences.

4. To evaluate their own performance with reference to their

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objectives, procedures and assessment techniques.

> Note: While self-evaluation is a necessary and natural part of teaching performance it is necessary to resist becoming too despondent as a result of it. During a lesson it may be necessary to make modifications to the plan for the lesson as a teacher is made aware of and responds to the attitudes and reactions of his pupils. After a lesson a teacher may evaluate his performance in the light of such things as pupil comment to him and among themselves as they leave the place of the lesson, pupil offers to do additional work, assignments, tests, homework and so on, and through discussion with his colleagues about what his pupils are thinking, feeling and doing.

5. To evaluate pupils' performances in terms of the learning environment created. Students are to become familiar with, employ and evaluate a variety of materials, resources and knowledge which will be appropriate to their secondary teaching interest on graduation.

6. To be able to say what they are doing and why they are doing it - to justify choice of procedures, resources and assessment techniques in relation to values and aims.

The Associate Teacher's Task

The associate is asked to provide the opportunity for the practising teacher to achieve the objectives outlined above, to encourage him to experiment and to develop his own teaching style, and to view and discuss weaknesses sympathetically. Associates should familiarise themselves with the structure of the Dip. Ed. course and the secondary undergraduate course, and especially note the position, purpose and significance of practice teaching in these courses as they try to prepare teachers to begin their careers in the secondary school.

E. PAPUA NEW GUINEA AND THE NORTHERN TERRITORY

Introduction

The work of a school teacher in PNG and NT is complex. It involves the normal organization of classroom activities and in addition deals with children and adults of both one's own and another cultural background. The latter point is a crucial one; and can only be handled successfully by a knowledge of what to expect, the ability to accept the unexpected and a willingness to learn from experience.

Because of the special features of cross-cultural education, teachers will be concerned with what happens outside the classroom - in the squatter camp fringe settlement, village, station town or city. The children bring with them a way of life a set of experiences, a system of values which are different to that of the teacher and it is reasonable to assume that if teachers make a

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real effort to understand the non-school environment and use this knowledge in the school, their teaching effectiveness will improve..

Given the present state of knowledge about cross-cultural teaching, it is not possible to lay down basic guidelines for adapting to specific situations. It is sufficient to draw attention to the child and his community. It is to be hoped that teachers will be able to place the child in his socio-cultural setting by attempting to understand whatever local community provides the school population.

The Child

Any child interprets his experience at school in terms of what he already knows. The aboriginal child and the child from PNG do not differ in this respect from a child in Sydney or Canberra. What is different is his total background. He has been socialized within his own culture of reference. He is part of a kinship network, follows behaviour patterns which conform to an established set of norms and has a developed structure of knowledge and values, all of which make his world intelligible and must, therefore, be taken into account by the teacher.

The child will also be interested in change and innovation. To frustrate this need for change would be foolish and dangerous. For this reason education cannot merely store up traditional values and customs, but to destroy the child's link with his traditional culture would be to eliminate his individuality and would be damaging to his social integration.

The teacher must realize that all the problems that apply to a child in our culture and to his adaptation to the larger world of school also apply in PNG and the NT. These problems are compounded by the fact that the school, the teachers and the curriculum represent a totally new situation for the pupil. Earnest scrutiny of beliefs, attitudes and patterns of practice is required of the teacher if pedagogical insufficiencies are to be avoided.

Perhaps the main factor to be borne in mind by teachers is that their students are learning in a foreign language. Because most of the parents of the children are not English speakers, practice in the use of the language of instruction will usually end at the completion of the formal school day. Boarding school students will be encouraged to continue to use English outside of schools hours, but this cannot be controlled. The result often is that incorrect usage is perpetuated. Within the classroom, adequate understanding by the child will only be achieved if teachers carefully plan their own use of English. Simple, short, uncomplicated sentences comprising words and phrases that have become an integral part of the child's linguistic knowledge must be employed in a controlled way. Teachers must, therefore, be aware of the English background of their students from previous years. All teaching is, in fact, English teaching.

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From the point of view of coping with formal education, the child may also have other difficulties including a lack of certain manipulative skills, problems in logical operations, and in understanding causality and such concepts as time and space. These problems will differ from area to area, from school to school but, where they exist, they must be taken into account. A conscious and thorough attempt to establish the child's abilities, level of achievement and understanding relevant to his teaching subjects must be made by the teacher.

Teachers should also be aware that they teach only to the extent that the child learns. Constant care must be made to ensure that real understanding is taking place. Children in PNG and the NT will often insist that a point, a concept has been understood without this always being the case.

It has often been observed that children in the PNG and the NT are not competitive. Negative reactions to the introduction of the element of competition may eventuate. Frequently also, girls will be loathe to thrust themselves into the limelight. Sensitivity to both these factors is necessary.

In some areas in PNG female student teachers may find that respect from male pupils is not readily forthcoming. Respect will only be achieved with patience and friendly formality.

The local community

The "local" community will, of course, vary. It may be a composite community living on the edge of a white settlement, an urban situation such as that in Hohola, Port Moresby, a village, a pastoral holding and so on.

It is expected that student teachers in PNG will practise in a predominantly rural area outside the main centres of population. Students practising in the NT will be scattered over a large area to ensure that they are placed in "typical" type aboriginal schools located on Welfare Branch settlements where they can gainfully observe and adjust to the social and educational challenges in these settings.

Local communities in PNG and the NT are usually not homogeneous as they contain a variety of social groups, an understanding of which is important. The existence of links between and within communities should also be examined.

There may also exist in the community at least three definable power structures - the "traditional", the church or mission and the official governmental hierarchy. The teacher will find a knowledge of these structures invaluable in his dealing with local people.

A variety of economic pursuits will be followed by members of the "local" community and teachers should endeavour to contribute to community development generally within the cultural restraints operating in each peculiar situation. Traditional "communities"

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cannot be preserved intact, but they need not be destroyed. They can only grow from the inside by the efforts of those who are involved and who have an understanding of the dynamics of culture change.

Teachers should endeavour to develop a community personality, to become part of the overall community by showing interest in and by participating in community activities. Obviously student teachers will be severely limited by time in successfully carrying out this objective. Nevertheless, an attempt should be made. Knowledge about the local community will enable teachers, and student teachers, to explain better events inside and outside the classroom.

Schools

Schools in PNG and the NT vary in size, in the availability of equipment and facilities generally, and in the levels of achievement of students.

The majority of schools will have boarding facilities for those students who are unable to attend on a day-to-day basis. A wide range of extra-curricular activities and boarding school duties form part of a teacher's responsibility and student teachers will be expected to participate fully.

Schools are generally co-educational.

The scarcity of equipment is a factor that will have to be carefully considered and planned for by student teachers. Basic aids such as a 16mm projector, a 35mm projector, a tape-recorder and a duplicator should be available. Electricity, however, in some schools in PNG and the NT, is not supplied on a 24 hour basis. Faulty equipment frequently cannot be repaired quickly because of problems of communication, distance or lack of spare parts. This, with the absence of other audio-visual equipment, means that the teacher has to rely on his own resources, to improvise, to develop skills in using the chalkboard and charts. Teaching in PNG and NT schools demands a great deal more professional commitment than in European schools in terms of the amount of time spent in specifying concrete aims, in planning language usage, and in the preparation of back-up materials. Students should avoid resorting to "talk and chalk" when confronted by an absence of prepared aids.

Modern, appropriate texts are limited and most libraries are less than adequate at the present time.

When assigning students work recognition of the lack of resources within the home must also be acknowledged. There is no value in setting assignment work which requires the use of references, magazines or other materials that are unattainable for the vast majority of children.

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Practice Teaching Requirements

a. During First Semester

Students will be expected to meet the requirements set out in previous sections of the handbook.

Provision will also be made for students to get special practice to enable them to gain some insight into the different teaching situations into which they will be going. Some observation and practice in primary classes and in classes of children with language difficulties will be arranged.

Students should teach lessons and units of work from the relevant PNG or NT syllabi if this can be arranged with associates.

Students will be required to present lessons using the absolute minimum of already constructed materials, and to improvise in an attempt to simulate conditions in PNG and the NT. This should include the planning and preparation of adequate blackboard diagrams and summaries where these are relevant.

b. Block teaching practice in PNG & NT

Students will be expected to teach approximately half a normal teaching load and to carry out such sport duty, extra-curricular and boarding school duties as required by the school to which they are allocated.

Students will be expected to take a keen interest in their students, in the school and in the community. As suggested previously, the task of the teacher in PNG and in the NT requires dedication, sensitivity and a preparedness to adapt. The phenomenon of "culture-shock" is well known. Its symptoms are withdrawal and a tendency to find weaknesses in the children and adults rather than the teacher's own classroom performance. Ideally, student teachers should be self-critical and recognize these symptoms if they occur. Students should attempt to understand the problems and difficulties faced by the children they will teach and do their best to alleviate these rather than judge them for apparent inadequacies.

c. During Second Semester

Students will be expected to teach 10 half days to complete their practice teaching requirements. These may be completed as separate days, as a unit of work, or as a block practice.

The comments made in the last paragraph of section a. will apply

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APPENDIX A

MEMBERS OF THE PRACTICE TEACHING COMMITTEE 1972

Mr. A Miller	C.C.A.E.	Staff	Chairman and Co-ordinator
Mrs. S Howells	C.C.A.E.	Staff	Yr 1 - Pre-school
Mr. M. Kemp	C.C.A.E.	Staff	Yr 2 - Primary
Miss M. Clyde	C.C.A.E.	Staff	Yr 3 - Infants
Mr. B. Ridden	C.C.A.E.	Staff	Dip. Ed. - 2^{o}
Mr. K. McRae	C.C.A.E.	Staff	N.T. & PNG
Mr. P. Brady	C.C.A.E.	Staff	Educ. Studies
Mr. R. Hinder	C.C.A.E.	Student	1st Yr 1^{o}
Mr. D. Moore	C.C.A.E.	Student	Dip. Ed. 2^{o}
Mr. A. Meyenn	C.C.A.E.	Student	2nd Yr 2^{o}
Mr. L. Davies	C.C.A.E.	Student	Dip. Ed. 1^{o}
Mrs. A. Murray	Pre-school Office, Dept. of Ed. & Sci.		
Mr. S. Campbell	Inspector of Schools, Dept of Ed. & Sci.		
Father J. Littleton	Daramalan	Principal	
Mr. C. Cole	Watson High	Principal	
Mr. R. Mears	Waramanga Primary	Principal	
Miss R. Blanchard	Higgins	Infants Mistress	
Miss J. Haslem	McPherson Street Pre-school, O'Connor		
Mrs. D. Davies	Higgins Infants	(Grade 2)	
Mrs. P. Clarke	Holy Trinity, Curtin	(Grade 2)	
Mr. C. Byfield	Rivett Primary	(4/5 Open Plan)	
Mr. C. Bayliss	Sutton Primary	(K - 6)	
Mr. K. Marshall	Higgins Primary	(Grade 6)	
Mr. F. Jones	Deakin High	(Deputy and Economics)	
Mr. G. Bauerle	Belconnen High	(Science)	
Mr. P. Jones	Melrose High	(English)	
Miss M. Noonan	Telopea Park	(French/Latin)	
Mr. G. Clark	Canberra Grammar	(Geography)	

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APPENDIX B

PRACTICE TEACHING DATES - 1973

	SEMESTER 1			SEMESTER 2			
Week	Dates	U/G	Dip. Ed.	Dates	2nd Yr	3rd Yr	Dip. Ed.
1	5 - 9 MAR	Orientation to School		30 JUL - 3 AUG	½ day	½ day	School visits
2	12 - 16 MAR	½ day	2 x ½ days	6 - 10 AUG	"	"	2 x ½ days
3	19 - 23 MAR	"	"	13 - 17 AUG	"	"	"
4	26 - 30 MAR	"	"	20 - 23 AUG	"	"	"
5	2 - 6 APR	"	"	27 - 31 AUG	School vacation		
6	9 - 13 APR		"	3 - 7 SEP	School vacation		
7	16 - 20 APR	"	"	11 - 14 SEP	½ day	½ day	2 x ½ days
8	24, 26,27 APR	Easter/Anzac Day		17 - 21 SEP	"	"	"
8a	30 APR - 4 MAY	College Break		24 - 28 SEP	College Break		
9	7 - 11 MAY	No practice		2 - 5 OCT	½ day	½ day	Block Prac
10	14 - 18 MAY	School vacation		8 - 12 OCT	"	"	Block Prac
11	22 - 25 MAY	½ day	2 x ½ days	15 - 19 OCT	Block	"	S.W.G.*
12	28 MAY - 1 JUN	"	"	22 - 26 OCT	Block	"	"
13	4 - 8 JUN	"	"	29 OCT - 2 NOV	½ day	Block	"
14	11 - 15 JUN	"	"	5 - 9 NOV	"	Block	"
15	18 - 22 JUN	½ day for most - Block for N.T.	Block	12 - 16 NOV	"	½ day	"
16	25 - 29 JUN	No practice		19 - 23 NOV	No practice		
16a	2 - 6 JUL	NT & PNG	NT & PNG	26 - 30 NOV	"	"	
16b	9 - 13 JUL	"	"				
16c	16 - 20 JUL	"	"				
16d	23 - 27 JUL	No practice					

* Subject Workshop Groups (S.W.G.s) are held at the College.